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Association of Land-Grant Colleges and Universities

A REPORT OF THE SENATE COMMITTEE ON PRESERVICE AND GRADUATE TRAINING
FOR EXTENSION WORKERS

November 1955

Membership of the Committee: V. E. Kivlin, Wisconsin, Chairman, Harold Howe, Kansas, Ruth D. Noer, West Virginia, J. E. Morrison, Colorado, and Mary L. Collings, Federal Extension Service.

The committee fully realizes that its work at both of these levels and the situations pertaining thereto are largely prescribed by each institution. These situations have developed over a period of years and involve usually all segments of the institution. The changes that may come about in the training at both levels will be especially slow. Moreover, your committee believes that the extension director in each State, the dean of the graduate school or the deans of agriculture and home economics can be more effective than can the committee in the development of satisfactory undergraduate and graduate training programs. Our committee, on the other hand, can be of some assistance, we believe, in suggesting desirable curriculum changes and in proposing ways to implement specific changes in undergraduate and graduate professional extension curricula.

Undergraduate Training for Extension Work:

In line with this belief, the committee established in 1953 a sub-committee to develop a curriculum planning guide for instructors of Extension professional courses. This committee issued at the 1954 Land-Grant College meeting a mimeographed copy of its planning guide, and requested suggestions for revisions from the resident instruction sections in agriculture and home economics from the directors of extension. So far, few comments have been received. The committee has gone forward, however, to have the guide revised and put into more permanent form with the aid of the Farm Foundation. It will be distributed to persons teaching undergraduate courses early in 1956.

The second major work of the committee was the development of specific curricula for students of agriculture and home economics going into Extension. At the committee's request, Dean Kivlin and Miss Ruth Noer have each drafted a proposed curriculum with the idea that the divisions of the Land-Grant College Association which each of these committee members represents might consider and approve these proposals as examples of desirable guides for institutions wishing to establish undergraduate majors in extension education.

The committee, however, does not go on record as favoring for all institutions such majors. Where a high degree of specialization in undergraduate work is not a problem, such majors may not be considered necessary or desirable.

Training for Instructors of Extension Professional Courses:

At the 1954 Spring Conference on Preservice and Graduate Training for Extension, a recommendation was made that a special training situation should be provided instructors in undergraduate extension education courses. The request was for training in curriculum building and methods of teaching. The committee believes that such training should be arranged by one of our leading Land-Grant institutions.

Recommendations:

1. The committee recommends that each institution not having recently reviewed its curriculum for prospective extension workers set up a curriculum committee to give careful consideration to the educational needs of prospective extension personnel and how to meet them, in line with the procedure suggested in the Planning Guide mentioned above.
2. The committee further recommends that courses in curriculum building and teaching methods for personnel teaching undergraduate extension courses be offered at one of the Land-Grant institutions in 1956.

Graduate Training for Extension Work:

Dean Howe, the committee's representative of the Graduate Council, at the suggestion of the committee, is making a study of graduate programs in extension education offered by Land-Grant Colleges. These institutions are:

- 1) Colorado A. and M. College
- 2) Cornell University
- 3) Louisiana State University
- 4) Kansas State College
- 5) Michigan State University
- 6) Mississippi State College
- 7) Prairie View A. and M. College
- 8) University of Missouri
- 9) University of Tennessee
- 10) University of Wisconsin

By means of a list of questions directed toward the institutions having graduate programs in extension education, he has established these facts:

1. The institutions offering such programs conceive of extension education as an entity but part of the larger field of adult education; its distinguishing characteristics are determined by its clientele and its methods.
2. The purpose of setting up such programs is to correct extreme specialization and emphasis on technical fields.
3. The majority of the institutions offering special programs have no extension education department.
4. They generally use a coordinating committee to serve in an advisory and promotional capacity for the graduate program in extension education.

5. There is no uniformity in the core of courses.
6. The fields from which courses are generally drawn are communications, sociology, psychology, and economics.
7. Requirements for admission to the program are a "B" average or an entrance on probation.
8. Leave privileges, attitudes of supervisors and scholarships are used as incentives to draw extension personnel into graduate study.

Dean Howe expects to work further with the Graduate Deans to develop criteria for graduate programs in extension education.

Recommendations:

1. Each institution offering graduate study programs in extension education should review its current status and prepare a brochure to set forth the character of training provided.
2. Extension and college administrators should take positive action to improve study leave policies now in effect. Improvements might well be in terms of shortening the years of service required before leave is allowed; extending the length of leave time allowed for degree work; and extending leave to county as well as State workers.
3. Extension administrators should look ahead to the requirements of their organizations for personnel with advanced graduate training and arrange for graduate study opportunities.

1. The first part of the report is devoted to a description of the work done during the period covered by the report. It is divided into two main sections, the first of which deals with the work done in the laboratory and the second with the work done in the field.

2. The second part of the report is devoted to a description of the results of the work done during the period covered by the report. It is divided into two main sections, the first of which deals with the results of the work done in the laboratory and the second with the results of the work done in the field.

3. The third part of the report is devoted to a description of the conclusions drawn from the work done during the period covered by the report. It is divided into two main sections, the first of which deals with the conclusions drawn from the work done in the laboratory and the second with the conclusions drawn from the work done in the field.

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